



*in*Forum

Standards-Based Individualized Education Program Examples

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Standards-Based Individualized Education Program Examples

INTRODUCTION

With increasing accountability for improving the academic achievement for students with disabilities, school-based professionals have become more invested in the development and use of standards-based Individualized Education Programs (IEPs). The interest partially stems from the federal requirement of the Individuals with Disabilities Education Act (IDEA)¹ to provide students with disabilities access to the general education curriculum. In addition, the regulations under both Title I of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB)² and IDEA on modified academic achievement standards require that students who take an alternate assessment based on modified academic achievement standards must have access to and instruction in grade-level content. These regulations further require that these students' IEPs include goals that are based on grade-level content standards and provide for monitoring of the students' progress in achieving those goals.

A standards-based IEP is one in which the IEP team has incorporated state content standards in its development. Many professionals and family members view standards-based IEPs as a best practice to create high expectations for students with disabilities.³

This document presents a seven-step process to be used in developing a standards-based IEP. Each step is followed by guiding questions for the IEP team to consider in making data-based decisions.⁴ Two student examples are provided to illustrate application of the components of a standards-based IEP. The student examples contained in this guide provide an opportunity for educators to think about and apply the steps toward developing and implementing a standards-based IEP. One student example leads to the decision that the student should take an alternate assessment based on modified academic achievement standards while the other leads to a decision that the student should take the general assessment with accommodations. Readers may want to work in small groups to discuss their responses and to think about how the contextual characteristics of a school setting may influence the creation and implementation of a student's IEP.

STEPS IN DEVELOPING STANDARDS-BASED IEPs

Prior to developing IEPs, all IEP team members, including parents, need to be familiar with the general education curriculum, including the state's academic content standards and state assessments. Academic content standards form the basis of the general education curriculum and cover what students are expected to know and be able to do. In order to make informed decisions about each student's strengths and needs, the IEP team should consider how the student is

¹ To view the IDEA statute, go to <http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2C>.

² To view the NCLB statute, go to <http://www.ed.gov/policy/elsec/leg/esea02/index.html>.

³ See Project Forum's document, "Standards-Based IEPs: Implementation in Selected States" by Eileen Ahearn at www.projectforum.org

⁴ To view the companion document, "A Seven-Step Process to Creating Standards-based IEPs", which provides the process in a two-page document, go to www.projectforum.org.

performing in relation to the state's grade-level content standards for the grade in which the student is enrolled.

Each step in developing a standards-based IEP is not necessarily related to a specific section of the IEP document. Some steps will need to take place prior to developing the document and can be achieved by a dialogue among IEP team members. The following highlights the major steps IEP teams can follow to create a standards-based IEP. Questions the IEP team may ask when following the steps are then presented.

Steps to Creating a Standards-based IEP⁵

Step 1: Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age.

- Ask:**
- What is the intent of the content standard?
 - What is the content standard saying that the student must know and be able to do?

Step 2: Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards.

- Ask:**
- Has the student been taught content aligned with grade-level standards?
 - Has the student been provided appropriate instructional scaffolding to attain grade-level expectations?
 - Were the lessons and teaching materials used to teach the student aligned with state grade-level standards?
 - Was the instruction evidence-based?

Step 3: Develop the present level of academic achievement and functional performance.

Describe the individual strengths and needs of the student in relation to accessing and mastering the general curriculum.

- Ask:**
- What do we know about the student's response to academic instruction (e.g., progress monitoring data)?
 - What programs, accommodations (i.e., classroom and testing) and/or interventions have been successful with the student?
 - What have we learned from previous IEPs and student data that can inform decision making?
 - Are there assessment data (i.e., state, district and/or classroom) that can provide useful information for making decisions about the student's strengths and needs (e.g., patterns in the data)?

Consider the factors related to the student's disability and how they affect how the student learns and demonstrates what he or she knows.

- Ask:**
- How does the student's disability affect participation and progress in the general curriculum?
 - What supports does the student need to learn the knowledge and attain the skills to progress in the general curriculum?
 - Is the student on track to achieve grade-level proficiency within the year?

Step 4: Develop measurable annual goals aligned with grade-level academic content standards.

- Ask:**
- What are the student's needs as identified in the present level of performance?
 - Does the goal have a specific timeframe?
 - What can the student reasonably be expected to accomplish in one school year?
 - Are the conditions for meeting the goal addressed?

⁵ These steps are adapted from the Alabama Department of Education website where information on standards-based IEPs can be found at http://www.alsde.edu/html/sections/section_detail.asp?section=65&footer=sections.

- How will the outcome of the goal be measured?

Step 5: Assess and report the student's progress throughout the year.

- Ask:**
- How does the student demonstrate what he/she knows on classroom, district and state assessments?
 - Are a variety of assessments used to measure progress?
 - How will progress be reported to parents?

Step 6: Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum.

- Ask:**
- What accommodations are needed to enable the student to access the knowledge in the general education curriculum?
 - What accommodations have been used with the student and were they effective?
 - Has the complexity of the material been changed in such a way that the content has been modified?

Step 7: Determine the most appropriate assessment option.

- Ask:**
- What types of assessments are offered in my state?
 - What types of responses do different state assessments require?
 - What are the administrative conditions of the assessment? (i.e., setting, delivery of instructions, time allotted, etc.)
 - What accommodations are allowed on the assessment(s)?
 - Are the accommodations approved for the assessment also used in the classroom?
 - Has the student received standards-based, grade-level instruction?
 - Was the instruction evidence based?
 - What is the student's instructional level?
 - How different is the student's instructional level from the level of typical peers?
 - Can the student make progress toward grade-level standards in the same timeframe as typical peers? (If no, consider modified academic achievement standards)
 - What can be learned from the student's previous state assessment results?
 - Can the student demonstrate what he/she knows on the assessment option under consideration?

APPLICATION OF THE STEP-BY-STEP PROCESS

In this section, two students with distinct characteristics are introduced. One student's educational characteristics will prove to be appropriate for an assessment based on modified academic achievement standards and one will not. In working through these steps in developing standards-based IEPs you might want to see how they are applied to both of these student examples and then apply them to students with whom you work.

The two students, Anthony and Kimi, and the content standards and subsequent IEP goals are for illustration only. Many students will have three to four reading and/or math goals. We provide only two goals for each student to illustrate the process of developing a standards-based IEP. Anthony has goals in reading and behavior; and Kimi has goals in reading and math. The appendix contains both exemplar students' full IEPs.

Applying Steps 1 and 2 for Anthony (Consider the grade-level content standards and examine classroom and student data.)

Steps 1 and 2 constitute the initial planning for the IEP. After completing the first two steps, the IEP team will have information that can be synthesized into a description of the student. Some states include student profiles as part of the IEP document, but such descriptions are not a requirement under IDEA. It is necessary, however, for the IEP team to develop a picture of grade-level expectations and know where each student is functioning in relation to those expectations.

Anthony Grade 4

The IEP team, including Anthony's mother, spent time reviewing their state's content standards to learn specifically what Anthony was expected to know in each subject area (Step 1). The team recognized that it was important to compare what Anthony was expected to know in each content area with his present level of performance. The team reviewed the methods by which Anthony had been taught and examined whether this content was aligned with state standards. It also was important for the team to examine the methods by which data about Anthony's performance were collected to determine whether these measures were good indicators of Anthony's progress (Step 2).

Student Profile: Anthony

Anthony is a fourth-grade student who is included in general education classes with accommodations and supports. Anthony demonstrates a variety of inattentive behaviors that interfere with learning. He is easily distracted by other students, noise and other activity in and near the classroom. A review of classroom data and incident reports over the last two years indicates that Anthony is learning to ignore some distractions in his environment. His time at his desk has increased to 20 minutes after which he earns a short break. Anthony can remain on task for 15 minutes when closely monitored by an adult and reinforced at frequent intervals.

Classroom, district and state assessments indicate that Anthony is reading at a third-grade level. He is currently receiving reading instruction in an intervention curriculum and is working to improve reading with fluency and applying comprehension strategies. His low fluency has negatively affected his reading comprehension.

Anthony is working on fourth grade math standards. Progress monitoring data reveal inconsistent scores on Anthony's weekly quizzes. Teachers report that he can do the math but is easily frustrated if he makes a mistake and may crumple or tear up his paper. He often rushes through assignments and turns his paper in early without checking his answers. Anthony is pleased when he does well on a quiz and responds positively to teacher recognition, such as good day certificates.

Anthony's grandmother reports that he likes school and looks forward to going. He plays football with the YMCA and she is glad that he burns off some energy during practice.

Anthony receives accommodations for brief scheduled breaks every 20 minutes during classroom assignments and classroom and state assessments. He is accommodated by arranging for seating in an area of the classroom and assessment area that is relatively free from distractions. Anthony's on-task behavior has improved since implementing an agreed-upon signal with his teacher. The agreement states that each time Anthony needs to get out of his seat, he will signal the teacher and wait for her signal of approval before leaving his seat.

Applying Step 3 for Anthony (Develop the present level of academic achievement and functional performance.)

Anthony: Grade 4 (Reading)

A review of brief classroom assessments indicates that Anthony needs to improve reading for fluency, which will increase his reading comprehension. Anthony can read 80 words per minute of connected text with 100 % accuracy, which is within the range of words per minute established for typical peers in the second grade. Anthony is working toward automaticity by reading passages at the second grade level for which he has achieved a high level of accuracy in oral reading fluency. Determining the meaning of unknown words by reading words in context and applying word structures (prefix, base words, and suffix) are relative strengths for Anthony in the area of reading. Behaviors associated with Anthony's disability, such as limited attention span and distractibility, can detract from completing assigned tasks, focusing on the details of reading passages/assignments (reading comprehension) and remaining on task.

Anthony: Grade 4 (Behavior)

Anthony has a history of getting out of his desk/chair during class. A review of current data indicates that Anthony's out-of-seat behavior is generally precipitated by distractions in the environment, such as another student sharpening a pencil. Anthony is seated in an area of the class that is relatively free from distractions and is reinforced for ignoring distractions. He can remain in his seat for approximately 20 minutes if allowed scheduled breaks after an interval of on-task behavior. Anthony and his teacher have agreed on a signal that he gives if he requires a break prior to the scheduled intervals. Anthony's out-of-seat behavior negatively affects completed assignments and assessments.

Applying Step 4 for Anthony (Develop measurable annual goals.)

Anthony: Grade 4 (Reading)

One measurable annual goal related to meeting Anthony's needs and a corresponding content standard are:

- Anthony will read 105 words of connected text per minute with 100% accuracy on classroom assessments at the end of the fourth grading period.
(4th Grade Reading Content Standard: Students will apply the basic features of reading to achieve fluent oral reading.)

Anthony: Grade 4 (Behavior)

One measurable annual goal related to meeting Anthony's needs is:

- Anthony will remain in his seat in a designated area of the classroom for 30 minutes at a time on nine out of ten trials by the end of the fourth grading period.

Applying Step 5 for Anthony (Assess and report the student's progress throughout the year.)

Anthony: Grade 4 (Reading)

All types of assessment and report formats were considered for Anthony in the area of reading. The following were chosen based on Step 5 questions:

- Curriculum-based assessment
- Teacher/text test
- State assessment(s): Anthony will participate in the regular state assessment program with accommodations for the fourth grade. (For accommodations, see Step 6.)

Anthony: Grade 4 (Behavior)

All types of assessment and report formats were considered for Anthony in the area of behavior. The following were chosen:

- Data collection
- Teacher observation

Applying Step 6 for Anthony (Identify specially designed instruction.)

Anthony: Grade 4 (Reading)

Special education and related services, including supplementary aides and services, program modifications, classroom and assessment accommodations, assistive technologies, personnel development, and others, were considered based on the questions for Step 6. The following were decided on for Anthony in the area of reading:

- Special education services: The special education teacher will provide intensive reading instruction to improve reading fluency and comprehension using a research-based reading program.
- Supplementary aids and services: Anthony will be allowed brief, scheduled breaks every 20 minutes or as needed in response to an agreed-upon signal during classroom assignments. His seating will be in an area that is relatively free from distractions.
- Accommodations needed for assessments: Anthony will be allowed brief, scheduled breaks every 20 minutes during classroom and state assessments. His seating will be in an area relatively free from distractions.

Anthony: Grade 4 (Behavior)

Special education and related services were considered. The following were decided on for Anthony in the area of behavior:

- Special education services: Anthony's special education teacher will conduct periodic observations to collect data on in-seat and on-task behaviors. The teacher will meet with Anthony and the general education teacher to discuss the data and its implications.
- Support for personnel: Anthony's general education teachers will be trained in positive behavior supports.

Applying Step 7 for Anthony (Determine the most appropriate assessment option.)

The IEP team decision regarding the most appropriate assessment option for each student is based on a number of factors, including the type of instruction the student has received and his/her response to the instruction, the student's instructional level compared to the instructional level of typical peers, and the time it takes for the student to make progress toward grade-level content standards.

IEP teams must determine which assessments provide the best opportunities for students to demonstrate what they know and are able to do.

Anthony: Grade 4

Anthony's IEP team considered the following data in deciding that Anthony could participate in the **regular state assessment program with accommodations**:

- Instructional levels are approximately one year behind grade level and gaps are being closed by focused interventions.
- Anthony participates in grade-level instructional activities planned for all students.
- He makes progress on grade-level standards within approximately the same time frame as typical peers when behavioral interventions are successful.
- He uses learning and behavioral strategies to improve achievement.

Applying Steps 1 and 2 for Kimi (Consider the grade-level content standards and examine classroom and student data.)

Steps 1 and 2 constitute the initial planning for the IEP. After completing the first two steps, the IEP team will have information that can be synthesized into a description of the student. Some states include student profiles as part of the IEP document, but such descriptions are not a requirement under IDEA. It is necessary, however, for the IEP team to develop a picture of grade-level expectations and know where each student is functioning in relation to those expectations.

Kimi: Grade 8

The IEP team, including Kimi's father, spent time reviewing their state's content standards. They were interested in learning specifically what Kimi was expected to know in each subject area (Step 1). The team recognized that it was important to compare what Kimi was expected to know in each content area, with her present level of performance. So the team reviewed the methods by which Kimi had been taught, and examined whether this content was aligned with state standards. It also was important for the team to examine the methods by which data were collected about Kimi's performance to determine whether these measures were good indicators of Kimi's progress (Step 2).

Student Profile: Kimi

Kimi is an eighth grade student who was retained in the first grade due, in part, to the difficulties she was experiencing maintaining and using information she had been taught. Kimi was found to have significant auditory processing problems that negatively affected all academic areas, particularly early literacy. A review of Kimi's previous IEPs revealed that a variety of strategies

and programs have been tried over the years. Kimi began receiving speech and language services in grade three. She began working with an auditory trainer in the fifth grade. Currently, the speech and language pathologist provides strategies to Kimi's general education teachers. She is currently receiving a research-based reading intervention curriculum from a highly-qualified teacher and also is included in language arts class with her eighth-grade peers.

The auditory processing difficulties associated with Kimi's disability have widened the gap over the years between her academic levels and the levels of typical same-age peers. According to classroom and state assessment data, her reading comprehension skills are similar to typical students in the fourth grade. Her vocabulary and word recognition skills, however, are closer to a sixth-grade level.

Kimi's parents report that she gets frustrated when she has to listen attentively for a long period of time. Her mother states that Kimi continues to become anxious when home work assignments require a lot of reading and she is not sure that she remembers all of the teacher's directions. Her parents are concerned that Kimi often forgets things they have told her to do and would like some strategies to work on at home.

Mathematics data from classroom progress monitoring indicate relative strengths in the areas of numbers and operations. Kimi has difficulty, however, generalizing the skills she learns in math class to situations in daily life. For example, she may make a perfect score on a page of math problems but be unable to decide how much each person owes when a group orders lunch and is splitting the check. Kimi's difficulty generalizing skills is also apparent in applying math concepts to science investigations and in other classes when required to analyze data.

Kimi's disability affects the amount of auditory material that she can process within a designated timeframe. She can master state content standards given additional time for instruction, but she is not achieving grade-level proficiency in the timeframe designated for typical peers. Because language arts, science, and social studies classes are often in lecture format and require students to read lengthy narratives, her progress in these areas is slowed.

Kimi's need for additional time is accommodated on classroom assignments and on classroom and state assessments. Kimi has learned strategies to help her retain auditory information and practices the strategies during classroom lectures and when teachers are giving assignments.

Applying Step 3 for Kimi (Develop the present level of academic achievement and functional performance.)

Kimi: Grade 8 (Reading)

Kimi enjoys reading and often selects books from the classroom library. Kimi can respond to simple fact-based comprehension questions, but needs more work on applying a variety of reading comprehension strategies. Kimi's scores on state assessments place her in the "Does Not Meet Standards" category on reading comprehension. On classroom assessments, Kimi answers simple "Who, What, When, and Where" questions with 80% accuracy but experiences difficulty with making inferences to determine bias or theme and making predictions for comprehension of eighth-grade reading materials.

Kimi: Grade 8 (Math)

Kimi's state and classroom assessment data indicate computational fluency with addition, subtraction, and multiplication of integers. She can solve one- and two-step algebraic expressions on worksheets and classroom assessments. Generalizing what she has learned in mathematics, however, to real-world situations is an area of need for Kimi. She can do the computations if the problems are written as numerals and presented as math problems. It is difficult for Kimi to apply what she knows about mathematics to situations that occur in daily life. Kimi needs to learn a process for applying what she knows about the operations of math to problem situations in other disciplines and in daily life.

Applying Step 4 for Kimi (Develop measurable annual goals.)

Kimi: Grade 8 (Reading)

One measurable annual goal related to meeting Kimi's needs and a corresponding content standard are:

- At the end of the thirty-six weeks, Kimi will use prior knowledge and personal experience to make inferences to determine bias or theme to comprehend eighth-grade materials with an average of 80% accuracy on classroom assessments
(8th Grade Reading Content Standard: Students will connect their own background knowledge and personal experience to make inferences presented in text.)

Kimi: Grade 8 (Math)

One measurable annual goal related to meeting Kimi's needs and a corresponding content standard are:

- At the end of the fourth grading period, Kimi will apply mathematics in problem situations outside of the discipline of mathematics with 100% accuracy on eight out of ten problem scenarios.
(8th Grade Math Content Standard: Students will recognize and apply mathematics concepts outside of "mathematics" classrooms.)

Applying Step 5 for Kimi (Assess and report the student's progress throughout the year.)

Kimi: Grade 8 (Reading)

All types of assessment and report formats were considered for Kimi in the area of reading. The following were chosen:

- Curriculum-based assessment
- Teacher/text test
- State assessment(s): Kimi will participate in the alternate assessment based on modified academic achievement standards.

Kimi: Grade 8 (Math)

All types of assessment and report formats were considered for Kimi in the area of math. The following were chosen:

- Curriculum-based assessment
- Data collection

- Teacher observation
- State assessment(s): Kimi will participate in the alternate assessment based on modified academic achievement standards.

Applying Step 6 for Kimi (Identify specially designed instruction.)

Kimi: Grade 8 (Reading)

Special education and related services were considered based on the questions for Step 6. The following were decided on for Kimi in the area of reading:

- Special education services: The special education teacher will provide intensive reading instruction using a research-based reading program.
- Supplementary aids and services: Kimi will be allowed additional time for classroom assignments.
- Related services: The speech and language pathologist will consult with the general education teacher and provide strategies for classroom use.
- Accommodations needed for assessment: Kimi will be allowed additional time for classroom and state assessments.

Kimi: Grade 8 (Math)

Special education and related services were considered. The following were decided on for Kimi in the area of math.

- Special education services: The special and general education teachers will collaborate on math strategies and assignments.
- Supplementary aids and services: Kimi will be allowed additional time for classroom assignments.
- Accommodations needed: Kimi will be allowed additional time for classroom and state assessments.

Applying Step 7 for Kimi (Determine the most appropriate assessment option.)

Kimi: Grade 8

Kimi's IEP team made an assessment decision based on a review of the data. Kimi will participate in the **alternate assessment based on modified academic achievement standards**. The IEP team selected the assessment option based on the following information:

- Kimi's assigned grade level and instructional levels are several years apart. Kimi is in the eighth grade and is working on reading comprehension at the fourth grade level.
- Her history of persistent academic concerns resulting in large gaps between her knowledge and that of typical peers.
- The differences between Kimi's skills and those of typical peers increased each year.
- Her progress toward grade-level content standards is slower than that of typical peers.
- She is unable to achieve grade-level standards in the same time frame as typical peers.

CONCLUDING REMARKS

Although both Anthony and Kimi received instructional support, interventions, and classroom and assessment accommodations, the data revealed that their assessment needs differ. Anthony's

academic progress was close enough to his assigned grade level that he could demonstrate his knowledge and skills on the general education assessment. Kimi, on the other hand, requires modified academic achievement standards because her instructional levels are as many as four years behind her typical peers. Because she does not learn as quickly as other students, Kimi falls further behind with each year of schooling. The IEP team determined that Kimi needs an alternate assessment based on modified academic achievement standards to provide useful information regarding her academic progress.

Standards establish clear expectations about what students should know and be able to do at each grade level. Educators can use innovative instructional methods to engage students in academic content, while ensuring that students are taught appropriate grade-level academic content. IEP team decisions can be more focused now that states have identified the bottom line of what students must know and be able to do. With greater clarity comes opportunities for special education teachers, general education teachers, parents and other stakeholders to share common understandings that can result in improved access to learning and, ultimately, to improved student achievement.

This tool has shown how a seven-step process for developing standards-based IEPs can (a) consider each student's strengths and needs to develop annual goals focused on closing the gaps between the students' levels of academic achievement and grade-level standards; and (b) use data and guiding questions to make data-based decisions, including selecting the most appropriate assessment option for each student. The implementation of IEP documents developed through this process can assist IEP teams to provide access to the general curriculum and enable students to demonstrate academic achievement linked to grade-level content.

APPENDIX INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Anthony

DOB 6/22/1996 SCHOOL YEAR 2006 - 2007 GRADE 4 -

IEP INITIATION/DURATION DATES FROM 08/10/06 TO 05/23/07

THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN EXTENDED SCHOOL YEAR SERVICES.

STUDENT PROFILE

Anthony is a fourth-grade student who is included in general education classes with accommodations and supports. Anthony demonstrates a variety of inattentive behaviors that interfere with learning. He is easily distracted by other students, noise, and other activity within and near the classroom. A review of classroom data and incident reports over the last two years indicates that Anthony is learning to ignore some distractions in his environment. His time at his desk has increased to twenty minutes after which he earns a short break. Anthony can remain on task for fifteen minutes when closely monitored by an adult and reinforced at frequent intervals.

Classroom, district, and state assessments indicate that Anthony is reading at a third-grade level. He is currently receiving reading instruction in an intervention curriculum and is working to improve reading with fluency and applying comprehension strategies.

Anthony is working on fourth grade math standards. Progress monitoring data reveal inconsistent scores on Anthony's weekly quizzes. Teachers report that he can do the math but gets easily frustrated if he makes a mistake and may crumple or tear up his paper. He often rushes through assignments and turns his paper in early without checking his answers. Anthony is pleased when he does well on a quiz and responds positively to teacher recognition, such as good day certificates.

Anthony's grandmother reports that he likes school and looks forward to going. He is playing football with the YMCA and she is glad that he burns off some energy during practice.

Anthony receives accommodations for brief scheduled breaks every 20 minutes during classroom assignments and classroom and state assessments. He is accommodated by arranging for seating in an area of the classroom and the assessment area that is relatively free from distractions. Anthony's on-task behavior has improved since implementing an agreed-upon signal with his teacher. The agreement states that each time Anthony needs to get out of his seat, he will signal the teacher and wait for her signal of approval before leaving his seat.

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Anthony

SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

	YES	NO
• Does the student have behavior which impedes his/her learning or the learning of others?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Does the student have limited English proficiency?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Does the student need instruction in Braille and the use of Braille?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Does the student have communication needs (deaf or hearing impaired only)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Does the student need assistive technology devices and/or services?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Does the student require specially designed P.E.?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Is the student working toward alternate achievement standards and participating in the Alternate Assessment?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Are transition services addressed in this IEP?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

TRANSPORTATION AS A RELATED SERVICE

Does the student require transportation as a related service? ☐ YES ☒ NO

Does the student need accommodations or modifications for transportation? ☐ YES ☒ NO

If yes, check any transportation accommodations/modifications that are needed.

- ☐ Bus driver is aware of student's behavioral and/or medical concerns
 - ☐ Wheelchair lift
 - ☐ Restraint system.
- Specify:

- ☐ Other.
- Specify:

NONACADEMIC and EXTRACURRICULAR ACTIVITIES

Will the student have the opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers?

- ☒ YES.
- ☐ YES, with supports. Describe:

- ☐ NO. Explanation must be provided:

METHOD/FREQUENCY FOR REPORTING PROGRESS OF ATTAINING GOALS TO PARENTS

Annual Goal Progress reports will be sent to parents each time report cards are issued (every 9.0 weeks).

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Anthony

AREA: Reading

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

A review of brief classroom assessments indicates that Anthony needs to improve reading for fluency. Anthony can read 80 words per minute of connected text with 100 % accuracy which is within the range of words per minute established for typical peers in the second grade. Anthony is working toward automaticity by reading passages at the second grade level for which he has achieved a high level of accuracy in oral reading fluency. Determining the meaning of unknown words by reading words in context and applying word structures (prefix, base words, and suffix) are relative strengths for Anthony in the area of reading. Behaviors associated with Anthony's disability such as limited attention span and distractibility can detract from completing assigned tasks, focusing on the details of reading passages/assignments and remaining on task.

MEASURABLE ANNUAL GOAL related to meeting the student's needs:

Anthony will read 105 words of connected text per minute with 100% accuracy on classroom assessments at the end of the fourth-grading period.

(4th Grade Reading Content Standard: Students will apply the basic features of reading to achieve fluent oral reading.)

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

- ☒ Curriculum Based Assessment
 ☒ Teacher/Text Test
 ☐ Teacher Observation
 ☐ Grades
☐ Data Collection
 ☒ State Assessment(s)
 ☐ Work Samples
☒ Other: Anthony will participate in the regular state assessment, with accommodations, for the fourth grade.
☐ Other: _____

DATE OF MASTERY: _____

BENCHMARKS:

- | | |
|----|------------------------|
| 1. | Date of Mastery: _____ |
| 2. | Date of Mastery: _____ |
| 3. | Date of Mastery: _____ |
| 4. | Date of Mastery: _____ |

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)

Type of Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/ Ending Date	Location of Service(s)
Special Education Special Education teacher will provide intensive reading instruction using a research based reading program	Daily	30 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special Education Classroom
Supplementary Aids and Services Brief scheduled breaks every 20 mins. or as needed by agreed-upon signal during classroom assignments; seating in an area free from distractions	Daily	55 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special and General Education Classrooms
Program Modifications			_____ to _____	
Accommodations Needed for Assessments Brief scheduled breaks every 20 mins. during classroom and state assessments; seating in an area free from distractions	Daily	55 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special and General Education Classrooms
Related Services			_____ to _____ _____ to _____	
Assistive Technology			_____ to _____	
Support for Personnel			_____ to _____	

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Anthony

AREA: Reading (In the Content Areas)

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Anthony currently answers multiple-choice and short answer questions based on the science and social studies passages with an average of 70% accuracy on timed weekly classroom assessments.

Anthony's teachers report that he often answers questions quickly without thinking through his answer and is unable to explain why he selected his answers on multiple-choice questions. He needs to work on identifying the important details in passages, interpreting the details, and synthesizing the details to draw conclusions.

Anthony's special education teacher and general education teacher have begun completing key parts of graphic organizers for Anthony and asking him to fill in the missing details during reading passages/chapters. Both teachers report that Anthony has made progress since beginning this strategy and note that he has begun to request the graphic organizers when given a reading comprehension assignment.

MEASURABLE ANNUAL GOAL related to meeting the student's needs:

Using graphic organizers, Anthony will apply reading comprehension strategies to fourth grade social studies and science passages to answer multiple choice and short-answers questions with 85% accuracy by the end of the fourth grading period.

(4th Grade Reading Content Standard: Students will use a variety of strategies to read and comprehend printed material.)

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

- | | | | |
|---|---|--|---------------------------------|
| <input checked="" type="checkbox"/> Curriculum Based Assessment | <input checked="" type="checkbox"/> Teacher/Text Test | <input type="checkbox"/> Teacher Observation | <input type="checkbox"/> Grades |
| <input type="checkbox"/> Data Collection | <input type="checkbox"/> State Assessment(s) | <input type="checkbox"/> Work Samples | |
| <input type="checkbox"/> Other: _____ | | | |
| <input type="checkbox"/> Other: _____ | | | |

DATE OF MASTERY: _____

BENCHMARKS:

- | | |
|----|-------------------------------|
| 1. | <u>Date of Mastery:</u> _____ |
| 2. | <u>Date of Mastery:</u> _____ |
| 3. | <u>Date of Mastery:</u> _____ |
| 4. | <u>Date of Mastery:</u> _____ |

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)

Type of Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/ Ending Date	Location of Service(s)
Special Education Special Education teacher will provide intensive reading instruction using a research based reading program	Daily	30 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special Education Classroom
Supplementary Aids and Services Teachers will provide partially completed graphic organizers for Anthony to complete	Daily	55 mins.	<u>08/10/06</u> to <u>05/23/07</u>	General Education Classroom
Program Modifications			_____ to _____	
Accommodations Needed for Assessments Brief scheduled breaks every 20 mins. during classroom and state assessments; seating in an area free from distractions	Daily	55 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special and General Education Classrooms
Related Services			_____ to _____	
Assistive Technology			_____ to _____	
Support for Personnel			_____ to _____	

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Anthony

AREA: Math

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Anthony's state, district, and classroom assessment data show that his skills in the area of number and operations are on grade level. He has difficulty, however, reading and interpreting data displays. His state assessment data indicated a score of eight out of a possible twenty points on the data analysis and statistics subtest. Anthony can read and interpret simple line plots and tally charts but cannot generalize and draw conclusions from charts, bar graphs, and other types of graphs. Since out-of-seat behavior can negatively impact Anthony's involvement and progress in the general education curriculum, Anthony's math teacher suggested that he collect data on the minutes that he remains in his seat and use that data to create a graph.

MEASURABLE ANNUAL GOAL related to meeting the student's needs:

Anthony will keep data on the number of minutes he is able to stay in seat, create a data display, interpret the data, and draw conclusions based on the data with 95% accuracy by the end of the fourth grading period.

(4th Grade Math Content Standard: Students will represent numerical data using tables and graphs and clearly communicate their findings.)

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

- ☐ Curriculum Based Assessment
 ☐ Teacher/Text Test
 ☒ Teacher Observation
 ☐ Grades
☒ Data Collection
 ☒ State Assessment(s)
 ☐ Work Samples
☐ Other: _____
☐ Other: _____

DATE OF MASTERY: _____

BENCHMARKS:

- | | |
|----|------------------------|
| 1. | Date of Mastery: _____ |
| 2. | Date of Mastery: _____ |
| 3. | Date of Mastery: _____ |
| 4. | Date of Mastery: _____ |

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)

Type of Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/ Ending Date	Location of Service(s)
Special Education Special and General Education teachers will collaborate to discuss data collected and Anthony's progress in staying in seat	Weekly	15 mins.	<u>08/10/06</u> to <u>05/23/07</u>	General Education Classroom
Supplementary Aids and Services Brief scheduled breaks every 20 mins. or as needed by agreed-upon signal during classroom assignments; seating in an area free from distractions	Daily	55 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special and General Education Classrooms
Program Modifications			_____ to _____	
Accommodations Needed for Assessments Brief scheduled breaks every 20 mins. during classroom and state assessments; seating in an area free from distractions	Daily	55 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special and General Education Classrooms
Related Services			_____ to _____ _____ to _____	
Assistive Technology			_____ to _____	
Support for Personnel			_____ to _____	

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Anthony

AREA: Behavior

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Anthony has a history of getting out of his desk/chair during class. A review of current data indicates that Anthony's out-of-seat behavior is generally precipitated by distractions in the environment, such as another student sharpening a pencil. Anthony is seated in an area of the class that is relatively free from distractions and is reinforced for ignoring distractions. He can remain in his seat for approximately 20 minutes if allowed scheduled breaks after an interval of on-task behavior. Anthony and his teacher have agreed on a signal that he gives if he requires a break prior to the scheduled intervals. Anthony's out-of-seat behavior negatively affects completed assignments and assessments.

MEASURABLE ANNUAL GOAL related to meeting the student's needs:

Anthony will remain in his seat in a designated area of the classroom for 30 minutes at a time on nine out of ten trials by the end of the fourth grading period.

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

- ☐ Curriculum Based Assessment ☐ Teacher/Text Test ☒ Teacher Observation ☐ Grades
☒ Data Collection ☐ State Assessment(s) ☐ Work Samples
☐ Other: _____
☐ Other: _____

DATE OF MASTERY: _____

BENCHMARKS:

1. Date of Mastery: _____
2. Date of Mastery: _____
3. Date of Mastery: _____
4. Date of Mastery: _____

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)

Type of Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/ Ending Date	Location of Service(s)
Special Education Special teacher will conduct periodic observations to collect data on in-seat and on-task behaviors; and meet with Anthony and the general education teacher to discuss data	Weekly	15 mins.	<u>08/10/06</u> to <u>05/23/07</u>	General Education Classroom
Supplementary Aids and Services			_____ to _____	
Program Modifications			_____ to _____	
Accommodations Needed for Assessments			_____ to _____	
Related Services			_____ to _____ _____ to _____	
Assistive Technology			_____ to _____	
Support for Personnel General education teachers will be trained in Positive Behavior Supports.	Once	6 hours	<u>08/09/06</u> to <u>08/09/06</u>	General Education Classroom

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Anthony

GENERAL FACTORS

HAS THE IEP TEAM CONSIDERED:

- The strengths of the child?
- The concerns of the parents for enhancing the education of the child?
- The results of the initial or most recent evaluations of the child?
- As appropriate, the results of performance on any State or districtwide assessments?
- The academic, developmental, and functional needs of the child?
- The need for extended school year services?

YES

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NO

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LEAST RESTRICTIVE ENVIRONMENT

Does this student attend the school (or for a preschool-age student, participate in the environment) he/she would attend if nondisabled? ☒ Yes ☐ No

If no, justify:

Does this student receive all special education services with nondisabled peers? ☐ Yes ☒ No

If no, justify (justification may not be solely because of needed modifications in the general curriculum):

Anthony receives intensive small-group instruction in reading with an emphasis on targeting his areas of need, e.g. reading fluency. He requires specialized instruction in an intensive evidence-based reading intervention curriculum.

☒ 6-21 YEARS OF AGE

☐ 3-5 YEARS OF AGE

(Select one from the drop-down box.)

02 99% to 80% of Day Inside the Gen Ed Environment

Secondary LRE (only if LRE above is Private School-Parent Placed)

COPY OF IEP

COPY OF SPECIAL EDUCATION RIGHTS

Was a copy of the IEP given to parent at the IEP meeting?

☒ YES ☐ NO

If no, date sent to parent: _____

Was a copy of the *Special Education Rights* given to parent at the IEP meeting?

☒ Yes ☐ No

If no, date sent to parent: _____

Date copy of **amended** IEP provided/sent to parent _____

THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THIS IEP.

Position	Signature	Date
Parent	*	
Parent	*	
LEA Representative	*	
Special Education Teacher	*	
General Education Teacher	*	
Student		
Career/Technical Education Rep		
Other Agency Representative		

INFORMATION FROM PEOPLE NOT IN ATTENDANCE

Position	Name	Date

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Kimi

DOB 8/14/1993 SCHOOL YEAR 2006 - 2007 GRADE 8 -

IEP INITIATION/DURATION DATES FROM 08/10/06 TO 05/23/07

THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN EXTENDED SCHOOL YEAR SERVICES.

STUDENT PROFILE

Kimi is an eighth grade student who was retained in the first grade due, in part, to the difficulties she was experiencing maintaining and using information she had been taught. Kimi was found to have significant auditory processing problems that negatively affected all academic areas, particularly early literacy. A review of Kimi's IEPs revealed a variety of strategies and programs that have been tried over the years. Kimi began receiving speech and language services in grade three. She began working with an auditory trainer in the fifth grade. Currently, the speech and language pathologist provides strategies to Kimi's general education teachers. She is currently receiving a research-based reading intervention curriculum from a highly-qualified teacher and also included in language arts class with her eighth-grade peers.

The auditory processing difficulties associated with Kimi's disability have widened the gap over the years between her academic levels and the levels of typical same-age peers. According to classroom and state assessment data, her reading comprehension skills are similar to typical students in the fourth grade. Her vocabulary and word recognition skills, however, are closer to a sixth-grade level.

Kimi's parents report that she gets frustrated when she has to listen attentively for a long period of time. Her mother states that Kimi continues to become anxious when home work assignments require a lot of reading and she is not sure that she remembers all of the teacher's directions. Her parents are concerned that Kimi often forgets things they have told her to do and would like some strategies to work on at home.

Mathematics data from classroom progress monitoring indicate relative strengths in the areas of numbers and operations. Kimi has difficulty, however, generalizing the skills she learns in math class to situations in daily life. She may make a perfect score on a page of math problems but be unable to decide how much each person owes when a group orders lunch and is splitting the check.

Kimi's disability affects the amount of auditory material that she can process within a designated timeframe. She can master state content standards given additional time for instruction, but she is not achieving grade-level proficiency in the timeframe designated for typical peers. Because language arts, science, and social studies classes are often in lecture format and require that students read lengthy narratives, her progress in these areas is slowed.

Kimi's need for additional time is accommodated on classroom assignments and on classroom and state assessments. Kimi has learned strategies to help her retain auditory information and practices the strategies during classroom lectures and when teachers are giving assignments.

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Kimi

SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

	YES	NO
• Does the student have behavior which impedes his/her learning or the learning of others?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Does the student have limited English proficiency?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Does the student need instruction in Braille and the use of Braille?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Does the student have communication needs (deaf or hearing impaired only)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Does the student need assistive technology devices and/or services?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Does the student require specially designed P.E.?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Is the student working toward alternate achievement standards and participating in the Alternate Assessment?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Are transition services addressed in this IEP?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

TRANSPORTATION AS A RELATED SERVICE

Does the student require transportation as a related service? ☐ YES ☒ NO

Does the student need accommodations or modifications for transportation? ☐ YES ☒ NO

If yes, check any transportation accommodations/modifications that are needed.

- ☐ Bus driver is aware of student's behavioral and/or medical concerns
 - ☐ Wheelchair lift
 - ☐ Restraint system.
- Specify:

- ☐ Other.
- Specify:

NONACADEMIC and EXTRACURRICULAR ACTIVITIES

Will the student have the opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers?

- ☒ YES.
- ☐ YES, with supports. Describe:

- ☐ NO. Explanation must be provided:

METHOD/FREQUENCY FOR REPORTING PROGRESS OF ATTAINING GOALS TO PARENTS

Annual Goal Progress reports will be sent to parents each time report cards are issued (every 9.0 weeks).

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Kimi

AREA: Reading

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Kimi enjoys reading and often selects books from the classroom library. Kimi can respond to simple fact-based comprehension questions but needs more work on applying a variety of reading comprehension strategies. Kimi's scores on state assessments place her in the "Does Not Meet Standards" category on reading comprehension. On classroom assessments, Kimi answers simple "Who, What, When, and Where" questions with 80% accuracy but experiences difficulty with making inferences to determine bias or theme and making predictions for comprehension of eighth-grade reading materials.

MEASURABLE ANNUAL GOAL related to meeting the student's needs:

At the end of thirty-six weeks, Kimi will use prior knowledge and personal experience to make inferences to determine bias or theme to comprehend eighth-grade reading materials with an average of 80% accuracy on classroom assessments.

(8th Grade Reading Content Standard: Students will connect their own background knowledge and personal experience to make inferences presented in text.)

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

- ☒ Curriculum Based Assessment
 ☒ Teacher/Text Test
 ☐ Teacher Observation
 ☐ Grades
☐ Data Collection
 ☒ State Assessment(s)
 ☐ Work Samples
☒ Other: Kimi will participate in the alternate assessment based on modified academic achievement standards.
☐ Other: _____

DATE OF MASTERY: _____

BENCHMARKS:

- | | |
|----|------------------------|
| 1. | Date of Mastery: _____ |
| 2. | Date of Mastery: _____ |
| 3. | Date of Mastery: _____ |
| 4. | Date of Mastery: _____ |

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)

Type of Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/ Ending Date	Location of Service(s)
Special Education Special Education teacher will provide intensive reading instruction using a research based reading program	Daily	40 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special Education Classroom
Supplementary Aids and Services Additional time for classroom assignments	Daily	55 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special and General Education Classrooms
Program Modifications			_____ to _____	
Accommodations Needed for Assessments Additional time for classroom and state assessment	Weekly in classrooms	55 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special and General Education Classrooms
Related Services Speech and Language Pathologist consults with general education teacher to provide strategies	Biweekly in classrooms	30 mins	<u>8/10/06</u> to <u>5/23/07</u>	General Education Classrooms
Assistive Technology			_____ to _____	
Support for Personnel			_____ to _____	

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Kimi

AREA: Math

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Kimi's state and classroom assessment data indicate computational fluency with addition, subtraction and multiplication of integers. She can solve one- and two-step algebraic expressions on worksheets and classroom assessments. Generalizing what she has learned in mathematics, however, to real-world situations is an area of need for Kimi. She can do the computations if the problems are written as numerals and presented as math problems. It is difficult for Kimi to apply what she knows about mathematics to situations that occur in daily life. Kimi needs to learn a process for applying what she knows about the operations of math to problem situations in other disciplines and in daily life.

MEASURABLE ANNUAL GOAL related to meeting the student's needs:

At the end of the fourth grading period, Kimi will apply mathematics in problem situations outside of the discipline of mathematics with 100% accuracy on eight out of ten problem scenarios.

(8th Grade Math Content Standard: Students will recognize and apply mathematics concepts outside of mathematics' classrooms.)

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

- ☒ Curriculum Based Assessment
 ☐ Teacher/Text Test
 ☒ Teacher Observation
 ☐ Grades
☒ Data Collection
 ☒ State Assessment(s)
 ☐ Work Samples
☒ Other: Kimi will participate in the alternate assessment based on modified academic achievement standards.
☐ Other: _____

DATE OF MASTERY: _____

BENCHMARKS:

- | | |
|----|------------------------|
| 1. | Date of Mastery: _____ |
| 2. | Date of Mastery: _____ |
| 3. | Date of Mastery: _____ |
| 4. | Date of Mastery: _____ |

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)

Type of Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/ Ending Date	Location of Service(s)
Special Education Special and General Education teachers will collaborate on reading strategies and assignments	Weekly	15 mins.	<u>08/10/06</u> to <u>05/23/07</u>	General Education Classroom
Supplementary Aids and Services Additional time for classroom assignments	Daily	55 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special and General Education Classrooms
Program Modifications			_____ to _____	
Accommodations Needed for Assessments Additional time for classroom and state assessments	Weekly for classrooms	55 mins.	<u>08/10/06</u> to <u>05/23/07</u>	Special and General Education Classrooms
Related Services Speech and Language Pathologist consults with general education teacher to provide strategies	Biweekly in classrooms	30 mins.	<u>8/10/06</u> to <u>5/23/07</u>	General Education Classrooms
Assistive Technology			_____ to _____	
Support for Personnel			_____ to _____	

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Kimi

GENERAL FACTORS

HAS THE IEP TEAM CONSIDERED:

- The strengths of the child?
- The concerns of the parents for enhancing the education of the child?
- The results of the initial or most recent evaluations of the child?
- As appropriate, the results of performance on any State or districtwide assessments?
- The academic, developmental, and functional needs of the child?
- The need for extended school year services?

YES

NO

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LEAST RESTRICTIVE ENVIRONMENT

Does this student attend the school (or for a preschool-age student, participate in the environment) he/she would attend if nondisabled? ☒ Yes ☐ No

If no, justify:

Does this student receive all special education services with nondisabled peers? ☐ Yes ☒ No

If no, justify (justification may not be solely because of needed modifications in the general curriculum):

Kimi requires instruction in cognitive strategies that enable her to better retain auditory material. She works with the Speech/Language pathologist to learn new strategies as required to complete academic assignments. Special education and general education teachers collaborate to monitor progress.

☒ **6-21 YEARS OF AGE**

☐ **3-5 YEARS OF AGE**

(Select one from the drop-down box.)

02 99% to 80% of Day Inside the Gen Ed Environment

Secondary LRE (only if LRE above is Private School-Parent Placed)

COPY OF IEP

Was a copy of the IEP given to parent at the IEP meeting?

☒ **YES** ☐ **NO**

If no, date sent to parent: _____

COPY OF SPECIAL EDUCATION RIGHTS

Was a copy of the *Special Education Rights* given to parent at the IEP meeting?

☒ **Yes** ☐ **No**

If no, date sent to parent: _____

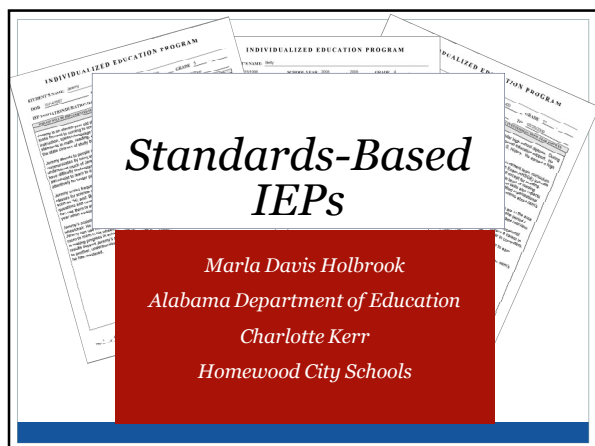
Date copy of **amended** IEP provided/sent to parent _____

THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THIS IEP.

Position	Signature	Date
Parent	*	
Parent	*	
LEA Representative	*	
Special Education Teacher	*	
General Education Teacher	*	
Student		
Career/Technical Education Rep		
Other Agency Representative		

INFORMATION FROM PEOPLE NOT IN ATTENDANCE

Position	Name	Date



Workshop Objectives

- Review role of standards-based instruction in accessing the general education curriculum/opportunity to learn
- Present a seven-step model for developing standards-based IEPs
- Discuss Alabama's experience (state and local education agency) in implementing standards-based IEPs

Standards-Based Reform

Beginning with the reauthorization of IDEA in 1997, significant federal legislation was passed that dramatically changed how states and local education agencies function.

Accountability for student learning became foremost in federal regulations.

Let's briefly review the legislation that impacted our Policies and practices.

Standards-Based Reform

- ☐ IDEA reauthorization 1997
- ☐ Access to, participation and progress in the general education curriculum
- ☐ No Child Left Behind Act of 2001
 - Aligned system of standards and assessments
 - Accountability for all students
 - State and local adequate yearly progress
- ☐ IDEA 2004 and 2007
- ☐ NCLB 1% and 2% Regulations and Guidance
- ☐ National Standards Movement

Standards-Based Reform

In the last decade, Federal legislation has focused on two major assumptions related to teaching and learning.

1. Special education students have the right to be taught as if they can meet the same high standards expected of all students.
2. All students must be provided opportunities to learn the general education curriculum.

Standards-Based Reform

Challenges to State and Local Education Agencies

- ☐ Change the way we think about instruction for special education students...
- ☐ Raise expectations for student learning
- ☐ Provide access to grade-level content standards
- ☐ Plan, teach, and assess students so that they can participate and make progress in the general education curriculum

Standards-Based Reform

- ❑ Alabama, like many states, developed/revised courses of study to include academic content standards.
- ❑ Academic content standards are grade-level or grade-span expectations that form a common core of learning for all students.
- ❑ Content standards establish expectations that answer the question, “What do we want students to know and be able to do at the end of a grade or course of study?”

Standards-Based Reform

Establishing high academic content standards and aligning assessments with those standards are meaningless without full access to the standards.

Access is more than sitting in a general education classroom doing different (and often easier) assignments.

Access to the General Education Curriculum

Access means that all students have opportunities to participate in the knowledge and skills that make up the general education curriculum. Access Center

Access to the General Education Curriculum

Barrier = Many students with disabilities are below grade level in academic content areas and do not have the prerequisite skills to achieve grade-level standards

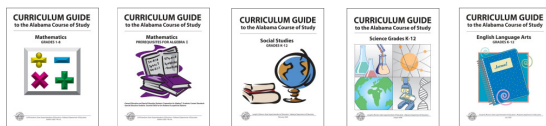
Action = Special education and general education teachers developed curriculum guides to the standards.

Alabama Curriculum Guides

Students Who Are Not Performing at Grade Level

Alabama Curriculum Guides

Include objectives that are prerequisite to the standard and/or break the standard down into smaller instructional units



Alabama Curriculum Guides

- | |
|--|
| • Mathematics (Grades 1-8) |
| • Prerequisites to Algebra I (Grades 9-12) |
| • Social Studies (Grades K-12) |
| • Science (Grades K-12) |
| • Language Arts (Grades K-12) |

To access Alabama Curriculum Guides:

www.alex.state.al.us/special

Click on Curriculum

Alabama Curriculum Guides

LA 5.2 Use a range of strategies, including drawing conclusions such as opinions about characters based on their actions and summarizing passages, to comprehend fifth-grade literary/recreational materials in a variety of genres.

LA5.2.1: Relate character traits from a provided list to characters from a given passage

LA5.2.2: Compare characters in a given passage who have similar character traits

LA5.2.3: Compare characters in a given passage who have contrasting character traits.

Alabama Curriculum Guides

LA5.2.4: Write a sentence describing characters' actions from a given passage

LA5.2.5: Write sentences retelling key ideas from a given passage

LA5.2.6: Retell a story in a few sentences

Access to the General Education Curriculum

Barrier = Special education teachers not familiar with general education curriculum

Action = Train teachers on content standards

Barrier = Instruction (including the IEP) not aligned with content standards

Action = Train teachers to orchestrate standards-based classrooms

Partnerships: SEA and LEAs

- ❑ Alabama Department of Education established partnerships with three local systems/districts to develop and implement standards-based instruction.
- ❑ Three LEAs—Two Year Pilot
 - ❑ Small city system
 - ❑ Large county system
 - ❑ Large suburban system

Standards-Based Instruction

Goal of Partnership

Collaborate with teachers and administrators to develop and implement standards-based instruction and standards-based IEPs.

- ❑ Standards-based instruction is a process for teaching all students clearly defined content standards for the purpose of improving academic performance.

Local District/System Pilot

- ❑ Opportunity
- ❑ Training Overview
 - ❑ Process
 - ❑ Participants
 - ❑ Scheduling
 - ❑ Activities
 - ❑ Buy In

Partnerships: SEA and LEAs

- ❑ Understanding the standards
- ❑ Analyzing state/classroom assessment results
- ❑ Aligning teaching materials/textbooks to standards
- ❑ Developing pretests based on grade-level standards
- ❑ Using assessment data to inform decision making
- ❑ Teaching prerequisite knowledge and skills
- ❑ Working with general education teachers and administrators

Partnerships: SEA and LEAs

- ❑ Writing standards-based IEPs
- ❑ Monitoring students' progress
- ❑ Developing data walls
- ❑ Developing pacing guides
- ❑ Involving parents in standards-based instruction
- ❑ Grouping students for differentiated instruction

Developing Standards-Based IEPs

*The IEP is the cornerstone of
access to the
general curriculum.*

Developing Standards-Based IEPs

Basing the student's IEP on grade-level content standards

- ❑ Provides opportunities to learn the same content learned by general education students
- ❑ Addresses the unique needs presented by the student's disability
- ❑ Emphasizes access through analysis of the student's disability and how it will impact learning

Developing Standards-Based IEPs

As educators, we asked tasked to developed IEPs that not only provide access to the general curriculum but also provide the services, supports, and specialized instruction necessary to succeed in the general education curriculum.

Needs must be addressed in the IEP so they do not became barriers to learning the knowledge and skills in the general curriculum.

Developing Standards-Based IEPs

What steps do IEP Teams need to follow to develop effective standards-based IEPs?

Step 1: Collect and examine materials for making data-based IEP decisions.

- Courses of study and/or curriculum guides
- Current assessment data
 - State assessments
 - Classroom assessments (curriculum-based)
 - Eligibility data (if current and related to learning the standards)
- Student work samples
- Previous year's IEP
- Other information (e.g., grades, discipline referrals, attendance reports)

Step 2: Analyze data to develop the student profile.

The profile should include general statements regarding:

- Strengths
- Needs
- How the disability affects involvement/progress in the general education curriculum
- Assessment/Evaluation
- Status of prior IEP goals
- Teacher/Parent/Student input
- Transition needs (at least by age 16)

Step 3: Use data to summarize the present level.

The present level answers the question:

What is the student doing now?"

Present Level

Purposes

- To provide a summary of baseline information that indicates the student's academic achievement
- To identify current functional performance
- To provide an explanation of how the disability affects the student's involvement/progress in participating in the general curriculum

Present Level

Characteristics

- Standards centered
- Data driven
- Understandable
- Measureable

Present Level

Components

- Strengths
- Needs
- How the student's disability affects performance in the general education curriculum (for preschool children, how the disability affects the child's participation in age appropriate activities)

Present Level

Strengths

- Student's response to:
 - ✦ Learning strategies
 - ✦ Accommodations
 - ✦ Interventions
 - ✦ Standards Instruction

Ask...What have we learned about this student's strengths?

Present Level

Needs

Focus on needs that affect progress in the general education curriculum

Ask...What prerequisite skills/knowledge does the student need to close the gap between his/her present level and the grade-level content standards?

Present Level

How disability affects performance

Consider how the student's disability affects progress in learning the grade-level content standards

Example:

Tasha's difficulties retrieving information may negatively impact her progress in achieving reading standards that include synonyms, antonyms, and multiple-meaning words.

Present Level

DO NOT use the student's exceptionality to explain how the disability affects involvement/progress in the general curriculum!

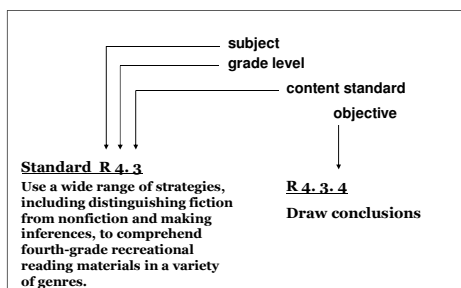
○ **Example of what NOT to write:**

Marcus' learning disability affects his progress in the general curriculum.

○ **Example of what to write:**

Marcus' weakness in applying strategies, such as making inferences and making complex predictions, affect his progress in comprehending sixth-grade literary materials.

Content Standards Legend for IEPs



Sample Present Level

Present Level of Academic Achievement and Functional Performance

Standards-Based

Includes Assessments

Includes Strengths and Weaknesses

How Disability Impacts Learning

Classroom assessments indicate that Ashlee can use details and examples to draw conclusions (R 4.3.4) from grade-level reading passages. She experiences difficulty synthesizing ideas from reading passages and drawing inferences (R 4.3). Ashlee's difficulty with abstract reasoning may negatively impact her understanding and drawing inferences from text.

Present Level

Remember...

The present level of academic achievement and functional performance sets the stage for developing IEP goals!

Step 4: Write Annual Goals.

Purpose

- To describe what a student can reasonably expect to accomplish in one school year
- Annual Goals answer the question “What should the student be doing?”

Annual Goals

Annual goals are related to needs resulting from the student’s disability that directly affect involvement and progress in the general education curriculum.

- For preschool children, as appropriate, to participate in age-appropriate activities

Annual Goals

- If a large number of needs are identified in the present level, the IEP Team must consider how each need impacts the students' progress in the general education curriculum.
- Select the need that has the greatest impact on progress, and develop a goal to address that need.

Selecting the Content Standards

- Consider content standards
 - Look at all grade-level content standards
 - Discuss intent of standard
 - Determine which standards are most important for each student (based on progress in the general education curriculum)
 - Compare standard(s) with student's areas of needs and the impact of the disability
 - Use data to determine the areas the student will find difficult without additional supports

Annual Goals

Academic goals are based on:

- Alabama content standards listed in the Alabama COS or
- Alabama Extended Standards (for students with significant cognitive disabilities)

Standards-Based IEP Using Extended Standards

Example of Present Level for Extended Standards

Nina's classroom and state assessments indicate that word recognition skills are on a 4th grade level. Reading comprehension skills, however, are more like those of a typical second grade student. Nina needs additional work on reading comprehension skills. She is able to identify one or two ideas in texts, but has problems identifying the main idea. Once she has begun reading, Nina wants to continue reading and does not want to stop reading to check for understanding.

Standards-Based IEPs using Extended Standards

Annual IEP Goal

Given high interest reading materials with visual cues, Nina will identify the main idea in a fourth grade reading passage 4/5 times on two consecutive trials by the end of the sixth grading period.

Include Benchmarks

Annual Goals

▪ **Five Components**

- Who
- Time frame
- Conditions
- Behavior
- Criterion

Annual Goals

Measurable annual goals must include the following:

The student ...(WHO)
Will do what ...(BEHAVIOR)
To what level or degree...(CRITERION)
Under what conditions...(CONDITIONS)
In what length of time...(TIMEFRAME)

Example of Annual Goal with Five Components

Jacob will read 90-110 words of connected text per minute with 100% accuracy at the end of 36 weeks.

The student (Jacob)
Will do what (read 90-110 words per minute)
To what level or degree (100% accuracy)
Under what conditions (connected text)
In what time frame (end of 36 weeks)

Annual Goals

Remember...!

- *The IEP goal is NOT the content standard*
- Do not copy the content standard word for word to become an IEP goal.
- ***The IEP goal is part of a plan to make the content standard immediate and individualized for the student.***

Example of Correct IEP Annual Goal

Present Level notes that Angela has difficulty making generalizations and answering comprehension questions.

IEP Goal

By the end of the sixth grading period, Angela will use prior knowledge and life experiences to make generalizations from her personal experience to answer comprehension questions from grade 7 recreational reading materials with an average of 90% accuracy on classroom assessments.

Developing SMART IEP Goals

- **Specific** – based on the student's Present Level of Academic Achievement/Functional Performance
- **Measurable** – progress is objectively determined at frequent data points
- **Achievable** – realistic, related to the most critical needs
- **Results-oriented** – developed with a standards' outcome in mind
- **Time-bound** – clearly defined beginning and ending dates

Standards-Based IEPs: Impact on Teaching and Learning

- Curriculum and Instruction
- IEPs
- Eligibility
- Teachers
- Professional Development
- Assessment
- Areas of Continued Work

Challenge to Teachers

“Coming together is a beginning;
Learning together is progress;
Working together is success.”

Henry Ford

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Connecting Educational Standards to Student Learning Plans

Technical Information

Friday March 19, 2010 1-3 pm ET

Satellite Downlink Information

TIME: 1:00 p.m. – 3:00 p.m. ET
12:00 p.m. – 2:00 p.m. CT
11:00 a.m. – 1:00 p.m. MT
10:00 a.m. – 12:00 p.m. PT

Test Time: 12:30- 1:00 p.m. ET

Satellite: Galaxy-19 (Formally Galaxy-25)

Band: C-Band

Transponder: 8

Channel Number: 8

Polarization: Horizontal

Orbital Position: 97 Degrees West Longitude

Audio Frequency: 6.2/6.8 MHZ

Satellite Technical Trouble (Day of the program only) 724.337.1808

Streaming Media Information

The streaming media version of this conference will be available online 24 hours a day, 7 days a week beginning Friday March 19, 2010 at 1:00pm ET. It will remain online throughout the conference series and can be accessed at your convenience. There is no username or password. Please open the link with **Internet Explorer** (do not use FireFox, Safari, etc). If you have followed these directions and are unable to access the conference, please contact your local administrator as it is likely a network/individual computer issue such as a firewall.

Go To:

<http://video.pattanpgh.net/mediasite/viewer/?peid=3c9ef53a-1156-4161-998f-bf2c4cace8bc>

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